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EDUCATIONAL, VOCATIONAL, AND SOCIAL PERFORMANCES OF COUNSELED AND UNCOUNSELED YOUTH 10 YEARS AFTER HIGH SCHOOL.

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DIFFERENCES WERE DETERMINED BETWEEN COUNSELED AND CONTROL SUBJECTS 10 YEARS AFTER COUNSELING. THIS STUDY WAS DESIGNED AS A FOLLOWUP TO PREVIOUS STUDIES, WHICH BEGAN IN 1948, WITH SOME 700 HIGH SCHOOL STUDENTS WHO WERE ASSIGNED RANDOMLY TO EXPERIMENTAL OR CONTROL GROUPS. SUBJECTS IN THE EXPERIMENTAL GROUPS WERE GIVEN INTENSIVE COUNSELING DURING EACH OF THEIR LAST 3 YEARS OF HIGH SCHOOL. THE CONTROL GROUP WAS NOT COUNSELED. AT SEVERAL TIME INTERVALS (INCLUDING THE TIME OF THE IMMEDIATE STUDY) AFTER THE SUBJECTS GRADUATED FROM HIGH SCHOOL, DATA WERE COLLECTED ON VOCATIONAL CHOICES AND PROGRESS, SOCIAL DEVELOPMENT AND ADJUSTMENTS, PSYCHOLOGICAL PERFORMANCES ON TESTS, AND ACADENIC PROGRESS. FINDINGS FROM THESE PREVIOUS STUDIES WERE COMPARED WITH THOSE OF THE 10-YEAR, FOLLOWUP PROJECT. FEW SIGNIFICANT DIFFERENCES WERE DISCOVERED. ALL SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS IN OCCUPATIONAL CATEGORIES (DISCOVERED EARLIER) HAD DISAPPEARED AFTER 10 YEARS. IN RESPONSE TO ITEMS WHICH REFLECTED AIMS (GOALS) OF COUNSELING PROGRAMS, THERE WERE SIGNIFICANT DIFFERENCES IN FAVOR OF THE COUNSELED GROUP. (JC)

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EDUCATIONAL, VOCATIONAL AND SOCIAL PERFORMANCES OF COUNSELED AND UNCOUNSELED YOUTH TEN YEARS AFTER HIGH SCHOOL,

Cooperative Research Project No. SAE ~~9321~~ 9231

John W. M. Rothney

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PREFACE

The study reported herewith began in 1948 with the support of the Research Committee of the University of Wisconsin. Encouragement and support by former Dean John Guy Fowlkes and Dean Lindley J. Stiles of the School of Education at the University made it possible to do a follow-up study of 100 percent of the subjects 5 years after the subjects had been graduated from high school in 1956. A grant from the Cooperative Research Services of the Office of Education has made possible the 10-year follow-through that is reported in the following pages.

When work is done with some 700 subjects over a 13-year period many persons contribute to the task. We are particularly indebted to the subjects who have kept us informed of their activities for 10 years after completing high school. Many graduate students and assistants have done yeoman service in the collection and analyses of the data. Mrs. Nancy Harley has done an excellent job in preparing the manuscript.

In general the results of this study may be disappointing to guidance enthusiasts. Few significant differences between counseled and control subjects appeared 10 years after the counseling was completed. Various explanations may be attempted but the most common one, given by those who have seen the results, is that there have been too many intervening variables over this long period. Guidance personnel have, however, suggested that the influence of counseling would be felt for long - even life-long - periods. Perhaps the sights of those who aim at such remote targets need to be re-examined.

It has been suggested that different results might be achieved with different methods, and with techniques that have been developed more recently. We hope that others will respond to that challenge by conducting longitudinal research covering as long a period as that reported in this volume. Guidance sorely needs the evidence that such studies might provide.

And, despite the fact that differences between the counseled and uncounseled subjects of this study were frequently insignificant, they were generally in the direction that guidance workers might have anticipated. They do suggest that the addition of a guidance program to a secondary school makes the accomplishment of its objectives more likely.

J. W. M. Rothney
June, 1963

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CHAPTER I

BACKGROUND OF THE STUDY*

The Wisconsin Counseling Study begun in 1948 was designed to accomplish the following purposes: (1) determination of difference between the post-high school educational, vocational, and social adjustments of an experimental group of youth who were counseled and those of a control group who were not counseled while they were in high school; (2) analysis of persistency and variability of activities, performances, choices, preferences, and attitudes of youth from their sophomore year in high school until they had been out of school for 5 years; and, (3) description, in terms of the above characteristics, of the entire graduated classes of representative high schools 5 years after graduation.

In 1948, all of the 870 sophomores in 2 small towns and 2 city high schools in Wisconsin were selected for the study. An alphabetical randomization process produced 2 groups. The first, known as the experimental group, were given counseling during their last 3 years in high school by the writer and graduate students in guidance. The members of the control group were not counseled although it was recognized that they may have been advised by friends, teachers, parents, principals and, later on, from husbands and wives. Several analyses revealed that the groups did not differ significantly in terms of age, test scores, socio-economic status, and other variables. The counseling of the experimental subjects required the use of many interviews with students, parents, and teachers; the administration of a testing program; the maintenance of cumulative records; and the collection of data about the individuals from many sources. When the students were graduated in 1951, clinical and statistical predictions were made about the post-high school training and employment progress of the 690 subjects who remained to graduate. Budget limitations prevented follow-up studies of drop-outs and those subjects whose families had left the communities before graduation.

Six months after graduation in 1951, a follow-up study produced 100 percent response from the graduates concerning their post-high school occupational and training experiences, their attitudes toward their activities, and their plans for the future.

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*Details of this background may be found in Rothney, J. W. M., Guidance Practices and Results, N.Y., Harper & Bros., 1958.

In 1953, two and one-half years after graduation, a questionnaire follow-up study again yielded 100 percent response from the subjects about their occupational, educational, and armed forces experiences. Information about their attitudes toward school and counseling as they looked back on them and their feelings about the future was obtained. Data on their marital status, participation in community activities, and persistence in activities carried on in high school were also secured.

In 1956, when the subjects had been out of high school for 5 years, a third and very intensive study of the post-high school performances and adjustments was made by means of questionnaires sent to all of the subjects. All 685 living subjects were located. Intensive taped interview studies of 50 selected subjects were carried out. Transcripts of those who went on to post-high school training were obtained and reports from a sample of employers of those who went to work were secured. The 5-year study was repeated again in 1961, 10 years after the subjects were graduated from high school and the results of this most recent follow-up are reported in the following chapters.

The information obtained over the 13-year period of the study are summarized below.

Data	Period Covered	Procedures used in Collecting the Data
Vocational progress	High school graduation to 10 years after high school	Questionnaires Interviews Reports of employers
Vocational choices	High school sophomore to 10 years after high school and projection to 10 years after	Interviews Questionnaires Personal documents
Social development and adjustability	High school sophomore to 10 years after high school	Interviews Reports of parents Reports of teachers Questionnaires Personal documents
Performance on psychological tests	High school sophomore to high school senior	Psychological tests
Academic progress	High school sophomore to 10 years after high school	Transcripts from colleges and other educational institutions High school records Achievement tests Interviews

In the counseling situation a determined effort was made to create circumstances typical of those met by counselors in secondary schools. Time was limited, there was a heavy load of 350 counselees per counselor, some school personnel were indifferent (although some were enthusiastic) about guidance practices, and some curricular regulations were antiquated and rigid. The investigators did have the advantage of the prestige of the State university but this was offset in part by the fact that they were itinerant. The results obtained to the period 5 years after high school and details on procedures employed during the counseling period were presented in a book-length report to which the reader is referred. (The reference is Rothney, J. W. M., Guidance Practices and Results, N.Y., Harper & Bros., 1958, 542 pages.) Many descriptions of procedures and results were reported in that volume and they will not be repeated here. The general conclusion was that the provision of counseling did assist materially in the accomplishment of the objectives of the American high school.

CHAPTER II

STATUS TEN YEARS AFTER HIGH SCHOOL GRADUATION

In 1961, 10 years after high school graduation, the questionnaire used in the 5-year follow-up study was again employed and the procedure of checking on the results by interviewing a sample of 30 subjects was repeated. Questionnaire responses were received from all but 4 of the 684 living subjects. Information about these 4 was obtained from oral reports by the subjects themselves or from friends, relatives, and neighbors so that the major items of information were secured for 100 percent of the population. Information on their status, 10 years after high school, is reported in the tables in this chapter.

It is clear from the data in Table 1 that a vast majority of the subjects were living in their home state of Wisconsin and that

Table 1. Percentages* of Subjects Residing in Geographic Areas ten years after High School Graduation

Residence	Exp. women (N=181)	Control women (N=182)	Exp. men (N=162)	Control men (N=159)	Total women (N=363)	Total men (N=321)
Hometown	45	45	56	53	45	54
State of Wisconsin	36	36	24	33	36	28
Midwest	6	10	8	8	8	8
Northeast	1	1	3	1	1	2
Southeast	6	1	1	2	3	2
Northwest	2	1	2	2	2	2
Southwest	0	0	2	0	0	1
California	3	6	3	1	4	2
Foreign	1	0	1	0	1	1

*In this table and those to follow in this chapter, percentages have been rounded off to the nearest whole number. Some distortion has resulted where there are small numbers.

almost half of the total group still resided in the towns in which they attended high school. There were no important differences between members of the experimental and control groups in terms of geographic mobility.

Since 90 percent of the girls were married 10 years after high school graduation the major emphasis in Table 2 is on the control and

experimental men whose occupations are reported in the third and fourth columns. The differences between these groups are so small that they may be attributed to chance. The influence of the counselors in the

Table 2. Percentages of Subjects in Post-High School Training and Occupations ten years after Graduation from High School

Status	Exp. women (N=181)	Control women (N=182)	Exp. men (N=162)	Control men (N=159)	Total women (N=363)	Total men (N=321)
College undergraduates	0	0	4	2	0	3
Graduate students	0	0	2	0	0	1
Skilled training	0	0	0	1	0	1
Professional positions	3	3	10	12	3	11
Semi-professionals	1	1	6	9	1	8
Managers	1	0	14	8	0	11
Clerical workers	3	4	3	6	4	4
Sales occupations	1	0	9	6	0	7
Service occupations	0	1	7	5	1	6
Agriculture	0	0	5	8	0	7
Skilled trades	0	0	17	18	0	17
Semi-skilled	0	0	12	9	0	11
Unskilled	1	0	6	9	0	8
Armed forces	0	0	4	4	0	4
Unemployed	0	0	1	2	0	1
*Married (girls only)	91	90	-	-	90	-
Others (widow at home, prison inmate)	1	1	0	1	1	0

*If girls were married, they were placed in this category even if they were employed part-time. Approximately one-third of the married girls were employed.

choice of occupation, observed in the earlier follow-up reports, appears to have been dissipated. The selection of occupations or areas in which the experimental subjects were to work had been a major concern of the counselors. It appears that the many variables which operated during the intervening years have offset any influence that they may have had.

It is commonly assumed that the provision of counseling will result in an increase in the amount and kind of training that counselees will undertake. Since the counselors had spent much time in the discussion of post-high school training opportunities with

members of the experimental group it was anticipated that more of them would continue their education and, having chosen wisely, would continue it until completion. There is a suggestion in the data of Table 3 that some distinctions did exist at the college and university

Table 3. Percentages of Subjects ten years after High School who Completed or were Enrolled in Post-High School Training

Status	Exp. women (N=181)	Control women (N=182)	Exp. men (N=162)	Control men (N=159)	Total exp. (N=343)	Total controls (N=341)
Hold bachelors degree	17	12	18	16	18	14
Hold advanced degree	2	0	9	4	6	2
College undergraduate	0	0	4	2	2	1
Postgraduate study	0	0	2	0	1	0
Graduate nurses	5	5	0	0	2	2
Completed apprenticeship	0	0	4	8	2	4
Apprenticeship in progress	0	0	0	1	0	1
Obtained certificate	7	5	9	8	8	7
In certificate training	0	0	1	1	1	0
Began training but did not complete it	6	10	17	13	10	11
No training	63	68	36	47	50	58

level. Comparison of the totals for both groups of the first 4 rows reveals a difference of 10 percent. The last row comparison reveals a difference of 8 percent. Although these appear small and are considerably less than most guidance personnel anticipate (The writer has asked many counselors to estimate the differences they would expect to find and they are usually much larger than those reported here.) they may be socially significant. If counseled subjects were to enter and complete college and university work to the greater extent indicated by these results the provision for them would entail a substantial increase in cost to those who must contribute to the support of higher education.

The evidence in Table 4 suggests that the experimental subjects who did go on to post-high school education were more highly enthusiastic about their choice of training than members of the control group.

The difference between counseled and non-counseled women is 20 percent which is significant at the 5 percent level. While the difference for

Table 4. Percentages of Responses ten years after High School to the Question, "How do you feel about your training experiences?"

Category	Exp. women (N=64)	Control women (N=57)	Exp. men (N=81)	Control men (N=70)	Total exp. (N=145)	Total controls (N=127)
Highly enthusiastic	38	18	19	13	27	15
Satisfied but not enthusiastic	33	42	49	53	43	48
Showed both satisfaction and dissatisfaction	16	21	15	19	15	20
Dissatisfied	9	16	15	10	12	12
Extremely dissatisfied	0	0	0	1	0	1
Irrelevant answers	4	3	2	4	3	4

men is not as large, it appears to be substantial. At the less than highly enthusiastic levels the differences are so small that they are unimportant. It should be noted that a very large proportion of the subjects in both groups responded favorably toward their post-high school educational experiences.

The data in the next 3 tables are concerned with the satisfaction of the subjects with their status 10 years after high school and with their outlook toward the future. The data in Table 5 reveal no

Table 5. Percentages of Subjects Expressing Indicated Degrees of Satisfaction with their Status ten years after High School

Response	Exp. women (N=181)	Control women (N=182)	Exp. men (N=162)	Control men (N=159)	Total Exp. (N=343)	Total controls (N=341)
I really like it	88	81	74	72	81	77
My likes just balance my dislikes	10	17	20	22	15	19
I do not like it but I will have to put up with it	2	1	5	5	4	3
I hate it	0	1	1	1	0	1

significant differences between experimental and control subjects in satisfaction with their situations. This is the only question in which a check list item was used on the questionnaire, and it is suspected

that the form might have influenced the results. A large proportion of the subjects did, however, elaborate their answers by adding comments or writing letters, and it appeared that they had indicated their true feelings on the check list. The interview samples seemed to verify these statements even more fully. The total picture of satisfaction from the check-list responses, written comments, and interview statements indicated that there were no important differences between the groups in satisfaction. The oft-repeated claim that counseled subjects will express more satisfaction than non-counseled subjects finds no justification in these data obtained 10 years after high school graduation.

The item in the questionnaire which is repeated in the heading of Table 6 was designed to elicit opinions about the progress the

Table 6. Percentages of Responses ten years after High School Graduation to the Question, "If you could live over again the last ten years, would you do the same things as you have done?"

Response	Exp. women (N=176)	Control women (N=175)	Exp. men (N=157)	Control men (N=153)	Total exp. (N=333)	Total controls (N=328)
Yes	67	60	49	46	58	53
No	28	35	46	48	37	42
Undecided	0	1	1	2	0	1
Yes and No	5	4	4	4	5	4

subjects had made over the past 10 years. Again no important differences appeared. It is noteworthy that slightly more than half indicated that they would repeat their activities but that nearly half would not do so.

The most interesting result of tabulation of the data presented in Table 7, in which no significant differences between the experimental

Table 7. Percentages of Subjects Responding to the Question, "Looking toward the future, do you think things are going to work out well for you?"

Response	Exp. women (N=176)	Control women (N=173)	Exp. men (N=156)	Control men (N=153)	Total exp. (N=332)	Total controls (N=327)
Enthusiastic yes	13	10	8	9	11	10
Yes	82	81	82	87	82	84
Yes and no	5	8	9	3	7	5
No	0	1	1	1	0	1
Emphatically no	0	0	0	0	0	0

and control groups appeared, was the discovery of the extent of optimism expressed by the subjects. Only one percent indicated pessimistic attitudes and even those subjects did not express strong feelings of pessimism. In general, then, this group of young men and women 10 years after completion of secondary school were pleased with their current situation (Table 5), only half were pleased with their progress toward it (Table 6), and a vast majority looked favorably toward the future (Table 7).

The extent to which the subjects expressed confidence in themselves was indicated by their free responses to the question, "Do you have confidence in the actions you take when you have to make choices?" It is clear from the data summarized in Table 8 that there are no significant differences between the responses of the 319 experimental

Table 8. Percentages of Subjects ten years after High School Expressing Varying Degrees of Self-Confidence

Response	Exp. women (N=170)	Control women (N=162)	Exp. men (N=149)	Control men (N=152)	Total exp. (N=319)	Total controls (N=314)
Highly confident	0	3	5	2	3	3
Usually confident	77	78	87	92	82	84
Uncertain	15	13	7	5	11	9
Not usually confident	4	5	1	0	2	3
Definitely not confident	4	1	0	1	2	1

and 314 controls who chose to answer the question. The responses of men, more than women, fell significantly more often in the highly and usually confident categories. The differences between control and experimental responses were insignificant. It is noteworthy, however, that more than 80 percent of the total group expressed confidence in the actions that they took when they were faced with forced-choice situations.

It seemed likely to the investigator that confidence and optimism might be related to the subjects' appraisal of their own strengths and handicaps. Answers to the questions about the latter two matters appear in Tables 9 and 10. Forty of the experimentals and

48 of the controls chose to omit answers to the question on strengths. For the 303 and 293 members of each group respectively the distributions of responses in the categories reported in Table 9 were such

Table 9. Percentage of Responses ten years after High School Graduation to the Question, "What is there about you that makes you successful in what you are doing?"

Responses	Exp. women (N=162)	Control women (N=151)	Exp. men (N=141)	Control men (N=142)	Total exp. (N=303)	Total controls (N=293)
Answered "nothing," or "I am not successful"	2	3	6	2	4	2
I don't know	2	3	4	0	3	1
The skills I possess (intelligence, manual dexterity, fast learner, etc.)	9	8	22	28	15	18
My personal qualities (patience, perseverance, getting along with others, conscientiousness, etc.)	42	41	40	45	41	43
My high school preparation	0	1	0	0	0	0
My preparation outside of or beyond school	2	0	2	0	2	0
My adaptability to the demands of the job (like the working conditions, the kind of work, like to learn new parts of the job, etc.)	41	40	22	23	32	32
Irrelevant and unclassifiable answers	2	2	1	1	2	2
Suitability of job	0	2	3	1	1	2

that no significant differences appeared. Perhaps the attempt to have the subjects report on self-appraisals was too subtle in phrasing to get effective responses (although the written comments indicated that this was not a major problem), but it is clear that counseled and uncounseled subjects responded in very similar fashion.

Similar results to those reported from the "success" question were obtained from the "handicaps" question noted in the heading of Table 10. No significant differences in the total or the sub-items

Table 10. Percentages of Responses ten years after High School to the Question, "What is there about you that handicaps you in what you are doing?"

Responses	Exp. women (N=137)	Control women (N=126)	Exp. men (N=122)	Control men (N=127)	Total exp. (N=259)	Total controls (N=253)
Nothing handicaps me	24	21	26	18	25	20
My lack of skill (physical handicaps, can't follow directions, can't understand job, etc.)	15	13	30	35	23	24
My personal qualities-(lack of self-confidence, bad temper, nervous, procrastination, too easy-going, etc.)	44	47	26	27	35	37
Inadequate high school preparation (did not take the right courses, enough courses, etc.)	1	0	2	2	1	1
Inadequate preparation outside of high school	0	1	2	4	1	2
My failure to adapt to the job (lack interest, dislike job, working conditions, etc.)	9	10	4	5	6	7
Job is unsuitable (working conditions not suitable, job is not interesting, challenging, etc.)	2	2	5	2	4	2
Irrelevant and unclassifiable answers	4	5	5	6	5	6

appeared. If these questionnaire items served the intended purpose of determining whether the subjects were realistic in self-appraisal (and the interview responses seemed to indicate that they did), the results reveal no important differences in counseled and uncounseled subjects 10 years after high school graduation.

Regardless of how the subjects described themselves as successful or handicapped it seemed desirable to determine the extent to which they were carrying on self-improvement activities. The following item on the questionnaire was designed to get information on this matter. The question was, "What self-improvement activities such as courses,

Table 11. Percentages of Subjects ten years after High School who were Engaged in the Stated Numbers of Self-Improvement Activities

Number of activities	Exp. women (N=128)	Control women (N=114)	Exp. men (N=122)	Control men (N=124)	Total exp. (N=250)	Total controls (N=238)
More than two	17	11	6	5	12	8
Two	17	21	11	10	14	15
One	42	43	40	41	41	42
None	24	25	43	44	33	35
Means	1.41	1.19	0.81	0.77	1.11	0.98

on-the-job training, reading, home study, etc., have you been doing?" Ninety-three experimental and 103 control subjects chose not to answer this question. The responses of the 73 percent and 70 percent, respectively, who did answer are presented in Table 11. There is a general suggestion that the counseled subjects, particularly the women, were more active in self-improvement activities than the non-counseled subjects but none of the computations revealed significant differences. In general, however, the results seemed to supplement the overall finding (See Table 3) that there was a greater tendency for the experimental subjects to seek education beyond their high school years.

In the three tables that follow the results of inquiries into the extent to which the subjects were participating in non-vocational

Table 12. Percentages of Subjects ten years after High School who said that they Attended Regular Meetings of Stated Numbers of Political, Religious, Recreational, and Social Groups

Number of Organizations Regularly Attended	Exp. women (N=128)	Control women (N=113)	Exp. men (N=114)	Control men (N=110)	Total exp. (N=242)	Total controls (N=223)
More than three	16	11	10	10	13	10
Three	16	12	7	10	11	11
Two	26	25	29	18	28	22
One	21	26	21	37	21	32
None	21	26	33	25	27	25
Means	1.99	1.62	1.46	1.46	1.73	1.54

*One hundred one experimentals and 118 controls did not answer this question.

activities are reported. The averages for the sub-groups ranged from approximately 2 participations for the 128 experimental women who

answered the question to approximately one and one-half for the experimental and control men. The control women participated slightly but not significantly more than either of the groups of men. Although the total differences are slight they are in the general direction that might be expected. They may be traced back to the fact that more of the experimental subjects had completed post-high school education in situations where more group activities had been available.

It will be seen in Table 13 that few of the subjects responded to the question about offices held in organizations. In view of the lack of sources of confirmation about the office holding of those who

Table 13. Percentages of Subjects ten years after High School who Reported Holding Number of Organizational Offices Indicated

Number of Offices Indicated	Exp. women (N=94)	Control women (N=73)	Exp. men (N=85)	Control men (N=76)	Total exp. (N=179)	Total* controls (N=149)
More than two	12	8	7	6	10	7
Two	15	14	9	11	12	12
One	31	26	25	24	28	25
None	42	52	59	59	50	56
Means	1.06	0.76	0.67	0.67	0.87	0.72

*One hundred sixty-four experimentals and 193 control subjects did not answer this question.

did not respond to the question the best assumption seems to be that they did not have such positions. There are no significant differences between the 2 groups although, again, there seems to be a tendency for the experimental women to take more leadership positions. It would be difficult to assume cause and effect relationships between counseling and post-high school office-holding even if greater differences had been found, but it is commonly argued that better counseled students are more likely to become leaders. No substantial support for such arguments appear in these follow-up data.

Perhaps the data in Table 14 may seem somewhat remote to the purposes of counseling, but development of more responsible citizenship

Table 14. Percentages of Subjects Voting in Political Elections ten years after High School

Voting record	Exp. women (N=168)	Control women (N=161)	Exp. men (N=146)	Control men (N=141)	Total exp. (N=314)	Total* controls (N=302)
Voted	94	91	94	96	94	93
Had not voted	6	9	6	4	6	7

*Twenty-nine experimental and 39 control subjects did not answer this question.

has frequently been stated as a desireable outcome. Those who make this claim, and who would name, as one source of evidence, the voting records of counseled and uncounseled subjects will find little satisfaction in the figures in Table 14 where no significant differences appear. They may be pleased, however, to find that approximately 93 percent of young men and women, 10 years after high school graduation, reported that they had fulfilled one of the obligations of citizenship.

It has frequently been stated that, if counseling is added to the offerings of a high school, the students will be more satisfied

Table 15. Percentages of Responses ten years after High School to the Item, "Looking back at your high school training, tell us how it helped you most."

Responses	Exp. women (N=149)	Control women (N=140)	Exp. men (N=123)	Control men (N=124)	Total exp. (N=272)	Total controls (N=264)
It did not help	7	9	6	11	7	10
Helped in personal development (developed interests, ambitions, self-confidence, application)	14	11	24	19	19	15
Prepared adequately for vocation	30	31	28	24	29	28
Prepared adequately for marriage and homemaking	7	11	0	0	3	5
Prepared adequately for post-high school training	21	15	18	19	20	17
Prepared adequately in social adjustability (learned to get along with others, made friends, prepared for citizenship obligations, etc.)	11	11	13	15	12	13
Developed values (learned value of an education, stimulated further study, stimulated planning for future, learned how to think, broader outlook, etc.)	5	6	7	5	6	6
Don't know and irrelevant or unclassifiable answers	1	2	2	3	1	2
Uninterpretable answers	3	4	2	4	3	4

with the education they get. Although there may be some who disagree with such statements it appeared to be worth investigating, since persons who look back more favorably on their own high school education seem likely to be better supporters of education for their own

Table 16. Percentages of Responses ten years after High School to the Item, "Looking back at your high school training, tell us how it failed to help you."

Responses	Exp. women (N=100)	Control women (N=91)	Exp. men (N=100)	Control men (N=95)	Total exp. (N=200)	Total controls (N=186)
It did not fail	24	15	11	19	18	17
Failed in personal development (see items in Table 8)	5	4	0	3	3	3
Failed to prepare adequately for a vocation (inadequate academic or vocational preparation for job, failed to show application of facts to job, etc.)	7	6	10	12	8	9
Failed to prepare adequately for marriage and homemaking	8	6	0	0	4	2
Failed to prepare adequately for post-high school education (did not learn to study, did not learn essentials, inadequate prerequisites, inadequate curriculum, etc.)	8	10	15	11	12	10
Failed in social development (see items in Table 8 above)	3	3	0	3	1	3
Failed to develop values (school was not inspiring, challenging, did not teach responsibilities, etc.)	38	46	54	47	46	47
"Don't know" or unclassifiable answers	0	2	2	0	1	1
Uninterpretable	7	8	8	5	7	8

children. If differences between the counseled and uncounseled subjects ever existed it seems clear from the data in Table 15 that they have

disappeared in the 10-year period after high school graduation. Perhaps the counseling was not important enough in itself to influence the overall concept of high school which had been developed over their 3 years of high school attendance.

The responses to the question about how the high school might have failed the subjects (Table 16) revealed responses so similar for both groups that the findings reported in the previous paragraph were reinforced.

In Tables 17 and 18, the emphasis is placed upon the attitudes toward counseling which the subjects reflected 10 years after it had been completed. Seventy-six of the 343 experimentals and 104 of the 341 control subjects did not respond to this question and the difference in non-response of 8 percent may be important. Computations reveal no significant differences in attitudes between the men of the counseled and uncounseled group although a trend toward more favorable response was indicated. With the women, however, chi squares for items 2 (vocational), 3 (educational), and 5 (personal development) were significant at the 5 percent level, and for item 4 (planning for future) at the 1 percent level. It was not possible to estimate the significance of the difference for women in item 7 (received no counseling) but the ratio of 15 to 1 percent seems important.

If one totals the differences in numbers of subjects between the columns for total experimentals and controls on items 1 through 8 the difference is significant at the 1 percent level. In view of this finding there is reason to reject the hypothesis that the experimentals would not report greater satisfaction with counseling than those subjects who had received it from persons other than the counselors in this study.

It should be noted that there was no difference in the numbers of subjects in each group who reported that counseling had influenced their decisions not to drop out of school. And it is somewhat dismaying to find that 3 percent of the experimental subjects, with whom the counselors had spent many hours, reported that they had not received any counseling.

Forty-nine, or 19 percent, of the experimentals indicated that the counseling had not helped them. This may be partially accounted for by many who could not remember ever having needed help, by some who had been successful but did not want to share any credit for it, and by the fact that some actually did not need it.

The reverse question to the one named in the title of Table 17 was designed to determine the extent to which the subjects felt that

Table 17. Percentages* of Responses ten years after High School Graduation to the Item, "Looking back at the counseling you had in high school, tell how it helped you."

No.	Responses	Exp. women (N=144)	Control women (N=121)	Exp. men (N=123)	Control men (N=116)	Total exp. (N=267)	Total controls (N=237)
1.	It did not help	14	25	24	27	19	26
2.	It helped vocationally (helped to choose the right vocation, channeled thinking on vocation, established vocational goals, etc.)	19	12	12	14	16	13
3.	It helped educationally (helped to choose right courses, get better grades, stimulated educational planning beyond high school, etc.)	15	8	12	9	13	8
4.	It helped in planning for the future (made me aware of opportunities, made me think of the future, etc.)	15	6	16	11	16	8
5.	It helped my personal development (provided help in self-analysis, built self-confidence, helped with adjustment problems, made me aware of assets and limitations)	17	9	13	8	15	8
6.	It gave me a chance to talk things over (provided someone to talk to, someone interested in me, someone who cared about me, etc.)	5	8	5	3	5	6
7.	I received no counseling	1	15	5	11	3	13
8.	It kept me in school (It kept me in school when I was going to leave)	1	1	1	1	1	1
9.	Irrelevant and unclassifiable answers	13	16	12	16	12	17

*In some cases, multiple responses were made by subjects and thus the percentages do not total 100.

counseling had failed them. When the counseling was offered attempts had been made to make clear to the experimentals the kinds of

Table 18. Percentages* of Responses ten years after High School Graduation to the Item, "Looking back at the counseling you had in high school, tell how it failed to help you."

Responses	Exp. women (N=75)	Control women (N=75)	Exp. men (N=74)	Control men (N=65)	Total exp. (N=149)	Total controls (N=140)
1. It did not fail	26	13	22	14	24	14
2. It failed to establish a definite educational or vocational goal	16	12	16	14	16	13
3. It directed me toward the wrong educational or vocational goal	6	9	5	12	6	11
4. It failed to stimulate planning for the future	6	2	7	6	6	4
5. It failed to help in the solution of personal problems	11	6	5	5	8	6
6. Received no counseling	0	6	0	6	0	6
7. Did not get enough counseling	22	40	30	34	26	36
8. Irrelevant or unclassifiable responses	13	12	15	9	14	10

*in some cases, multiple responses were made by subjects.

experiences they would get, and the possible consequences of participating in them. In the 10-year follow-up reports the subjects indicated in their own words the extent to which it had failed to meet their expectations. The control subjects who, presumably, had not been briefed (and at least, not by the same persons) about what to expect from counseling tended to use similar statements in their free responses.

Items 1 (It did not fail) and 7 (Did not get enough counseling) clearly, and significantly at the 5 percent level, differentiated the experimental and control women. The differences for men on the same items approached the same level of differentiation. The general picture is one of greater satisfaction reported by the experimental subjects.

Those who would attempt to evaluate guidance by study of the later behavior of counselees must answer these 2 questions: In what ways will the counseled subjects differ from similar but non-counseled persons? and, For how long a period would the differences be measureable?

In the study reported in this volume the criteria for differences were stated by a good sample of workers in the guidance field (See Guidance Practices and Results, pages 171-185.) and the follow-up period is 10 years after high school graduation. In view of the findings one may wonder whether the criteria were suitable and if, in extending the time to 10 years into the post-high school period, this investigator has "gone to the well" once too often. Should one attempt to measure fewer variables and over a shorter period? It seems desirable to state objectives in terms that permit evaluation and evaluation, in turn, should be in terms of objectives. Perhaps there is need for re-definition of the aims of guidance and more realistic statements about the lasting value.

In the next chapters we will turn to an appraisal of results in terms of the longitudinal rather than the status picture.

CHAPTER III

LINEAR DISCRIMINANT ANALYSIS APPLIED TO THE LONGITUDINAL DATA OF THE WISCONSIN COUNSELING STUDY

Many of the previous analyses of the data of the Wisconsin Counseling Study have been concerned with comparisons of experimental and control subjects at a given point in time. The following study is concerned with responses over a period of time. They yield developmental patterns, originating at the time of graduation from high school and terminating 10 years after graduation. This chapter contains a report on an attempt to determine whether patterns of development of the counseled and non-counseled individuals differed significantly.

Use of data in a truly longitudinal manner requires a careful selection of the type of analysis to be carried out and the development of a system of codification and scaling which will meet several important criteria. The first of these is avoidance of the effect of averaging which, when operant with longitudinal data, has the effect of creating something different from what may be actually in the data.* For example, a strictly arithmetic compilation and averaging of codified quantities does reflect the mean tendency for a given series of responses but it does not reflect the variation of given response patterns over a period of time. On a dimension such as "satisfaction" it is possible to average the responses "extremely satisfied," "neither satisfied nor dissatisfied," and "dissatisfied" reported at 3 different points in time over a 10-year period so that what is reported is the response at the mid-point "neither satisfied nor dissatisfied." In doing so, however, the pattern is obscured.

A second consideration is the need to incorporate an element of comparability of "scores" or quantified codes. It would be desirable, for example, to compare a variable having a response range of 5 points with a variable of 10 points range without either halving one or doubling the other. If all responses could be quantified strictly, this could be accomplished easily with standard score procedures. The nature of the variables being studied, however, suggests that an equa-distant scaling system is unwarranted to the extent that standard scores would be meaningless.

Degrees of definition to be achieved must also be considered in coding and scaling the data. It is possible with our data to

*See, for example, the studies in Dearborn, W. F., and Rothney, J.W.M., Predicting the Child's Development, Cambridge, Mass., Sci-Art Publishers. Revised edition, 1963.

enumerate many patterns of responses which would reflect both range of response and direction. In doing so, however, it would require the formulation of nearly 600 possible response patterns for a 10-point scale. In view of the fact that there were only 321 male subjects in this sample, this formulation would appear to be inadequate since it might produce very small numbers of subjects in many cells. It was deemed more feasible in the study reported here to limit the number of possibilities and increase the numbers per cell by formulating a scale which reflected only the range of response. The matter of the direction of response was left to a further study based upon the procedure of trend analysis.

The specific variables used in the analysis reported below were drawn from responses to the questionnaires. They included aspiration level; occupational progress; optimism; how counseling helped; how counseling failed; how high school helped; how high school failed; participation in groups; self-improvement activities; and confidence. Rank in high school class and average raw scores from 2 administrations of the Henmon-Nelson Test of Mental Ability were obtained from the records. These variables were selected because measures of each of them were obtained for all of the 321 male subjects involved in the study. (Since 90 percent of the girls were married 10 years after high school and many had been married soon after high school graduation, it was not possible to get a satisfactory measure of occupational progress. For that reason this study was limited to males.) Perhaps more importantly, they tended to reflect the most important aims of those who offered counseling to these individuals while they were in high school.

The scale used is based upon a continuum ranging from positive to negative response patterns. This continuum is referred to as being relative in nature because the variables are relative to the individual. Such matters, for example, as success, occupational progress, or satisfaction are meaningful only as they relate to each individual since there are no exact standards of measurement of such factors. In addition, such variables can be relatively comparable only to one another since there is no fixed standard of measurement. It would, however, be undesirable to treat such variables as discrete measures for this would contradict the conception of man as a dynamically interrelated organism.

Specifically then, each variable response was classified as to its positive or negative nature with an individual value assigned to non-response and to neutral responses. Thus, with the exception of 2 of the 15 variables, the responses to each could be classified as positive, neutral, no answer, or negative in nature. The 2 remaining variables, rank in class and test performance, yielded only one measure each and they were arranged in deciles from low to high. For

the variables which could be classified on a positive to negative continuum at each point at which follow-up data were available for the subjects (at 2½, 5, and 10 years after graduation) a 20-point scale of response patterns was devised which ranged from positive to negative. The scale follows:

Code	Responses at 2½, 5, and 10 years
20.	Consistently positive responses
19.	Positive 2 of 3; other neutral
18.	Positive 2 of 3; other no answer
17.	Positive 2 of 3; other negative
16.	Positive 1 of 3; others neutral
15.	Positive 1 of 3; 1 neutral, 1 no answer
14.	Positive 1 of 3; others no answer
13.	Positive 1 of 3; 1 neutral, 1 negative
12.	Positive 1 of 3; 1 no answer, 1 negative
11.	Positive 1 of 3; others negative
10.	Consistently neutral
9.	2 neutrals, 1 no answer
8.	2 neutrals, 1 negative
7.	2 no answer, 1 neutral
6.	Consistently no answer
5.	2 no answer, 1 negative
4.	1 neutral, 1 no answer, 1 negative
3.	2 negative, 1 neutral
2.	2 negative, 1 no answer
1.	Consistently negative

The scale does in fact yield a composite score for each variable which does not obscure any response through averaging, which does reflect the range of response, but does not reflect the trend or direction of response since the patterns do not account for the point in time at which a given response was made. The scale which was employed allows for comparison of variable patterns within the limitations implied by their relative nature.

Linear discriminant analysis was first devised by R. A. Fisher in 1936. A resume of the development and uses of this type of analysis can be found in H. R. Kaczkowski's thesis, "Discrimination Among Eight Groups of High School Students," on file at the University of Wisconsin. A detailed description of the statistical process involved in the computation of discriminant analysis can be found either by consulting the program of this analysis at the Numerical Analysis Laboratory, University of Wisconsin, or by consulting C. R. Roa's "Advanced Satistical Methods in Biometric Research." The computational program for discriminant analysis was written for the Rand 1604 Computer by P. F. Sampson of the Numerical Analysis Laboratory staff of the University of Wisconsin.

Linear discriminant analysis may be described as a statistical process designed to discriminate between specified groups for which there are common measurements, by yielding the relative optimal weights for each variable that will give maximum separation of the groups being studied. In this case the groups were the counseled and non-counseled individuals. It is primarily a means of analyzing the differences between groups on the basis of a number of variables simultaneously. The present study involves 15 variables and 321 individuals in 2 groups (162 counseled and 159 non-counseled subjects). Actually, the 1604 program that was employed can handle up to 75 groups with 75 variables and any number of individuals per group.

The first aspect of this analysis involved the overall discrimination between the 2 groups. Rao's analysis of dispersion technique yielded a chi-square coefficient of 55.76 with 15 degrees of freedom which was significant well beyond the 1 percent level of confidence. The F ratio for the variable pattern was also significant beyond the 1 percent level of confidence since the coefficient was 3.99 with 15 and 305 degrees of freedom. These figures indicated that there was an overall difference between the groups in that the pattern of response to the variables within each group tended to define that group as opposed to the other.

The next question to be answered in this analysis concerned the function or weighting of each variable in differentiating the 2 groups. A sub-routine to the program of discriminant analysis, which weighted the variables and permitted computation of a chi-square test of significance on those weights by variable was developed. Three variables proved to be significant at the 1 percent level and one at the 5 percent level. They are noted below. One other variable,

Variable	Chi-Square	Degrees of Freedom	Significance Level
How high school helped	11.34	1	1%
How high school failed	11.21	1	1%
Rank in class	10.05	1	1%
How counseling failed	4.86	1	5%

participation in self-improvement activities, yielded a coefficient of 3.73 which approached the necessary 3.84 to be significant at the 5 percent level. Although it would require a cross-validational analysis to substantiate the claim, it is possible that the 2 groups could be as effectively differentiated on the basis of these 4, or possibly 5, variables as with the entire set.

Some indication of the direction of response to the separate variables can be gleaned from the group means. This did not, however,

give a clearly satisfactory indication of direction since the means reflected a composite direction and the scaling technique did not take cognizance of the point in time of a positive or negative response. Disregarding the time factor, however, the prevalent or composite directions are shown in the following means. In this table, the higher

Variable	Mean Counseled	Mean Non-Counseled	Significant Difference
Optimism	18.41	19.14	-
What makes you successful	17.15	18.14	-
How high school helped	16.88	16.04	+
Satisfaction	16.10	15.85	+
How counseling helped	13.56	11.12	+
Social participation	12.27	12.18	+
Confidence	9.48	9.34	+
What handicaps	9.23	9.06	+
How counseling failed	8.82	7.09	+
Aspiration level	8.16	7.72	+
Occupational progress	7.72	7.47	+
How high school failed	7.28	6.31	+
Henmon-Nelson scores	5.93	5.83	+
Rank in high school class	4.61	4.51	+
Self-Improvement	3.98	3.78	+

the mean, the more positive was the composite direction. Thus, a plus sign difference indicated a more positive pattern for the counseled group while a negative sign difference indicated a more positive pattern for the non-counseled group. Since, however, the scale upon which these means were based was a relative scale, arithmetic comparison of the means between variables had little meaning. The Rank in Class and Henmon-Nelson variables were absolute scores in that they were merely arranged into deciles on the basis of raw scores so they were subject to arithmetic comparison. The pattern, as shown above, is for the counseled individuals to give more positive responses than the non-counseled with the exception of the variables "What makes you successful" and "Optimism" in which the non-counseled group gave more positive responses.

The final aspect of this analysis concerned the actual classification of individuals into one of the 2 groups. The composite responses of each individual were compared to the relative optimal weights for each variable and, according to which set of conditions were satisfied, classified as counseled or non-counseled. In this process 156 individuals were classified as counseled and 165 as non-counseled. One hundred ten of the 162 (or 68 percent) counseled and

113 of the 159 (or 71 percent) non-counseled subjects were correctly classified. These percentages were sufficiently high to indicate that a cross-validational predictive check might produce significant results.

It has been shown that there was a statistically significant difference between the counseled and non-counseled individuals of the Wisconsin Counseling Study in terms of the 10-year patterns of response to items which tended to reflect the aims of the counseling. This was demonstrated in terms of overall differences in the subjects' response patterns to the variables. Four of the 15 variables played a significant role in differentiating the 2 groups. It was shown, further, that the composite direction of the counseled subjects' responses was of a more positive nature than those of the non-counseled subjects. Approximately 70 percent of all subjects were correctly classified as belonging to the counseled or non-counseled group on the basis of a comparison of each individual's response pattern to the relative optimal weights yielded by the discriminant analysis. In general, the results of this analysis tended to support the contention that the counseling process was related to expression of positive feelings in a relatively persistent manner through the 10-year period after high school graduation. Favorable evaluation of this finding requires acceptance of the belief that expression of a positive orientation to life would be a greater asset than a neutral or negative expression.

CHAPTER IV

PATTERNS OF VOCATIONAL CHOICES OF THE SAME SUBJECTS OVER A TWENTY-THREE YEAR PERIOD

A great deal has been written about theory and proposed for ongoing research in career development, but this chapter contains the first report of such research of counseled and non-counseled subjects from the time they were high school students to their vocational choices and placements 10 years following high school graduation. Projections of the subjects for 5 and 10 years later indicate that choice making is still going on even 10 years after completion of high school.

It will be noted from the previous chapters that much information in addition to vocational choice was available for the subjects whose choices are reported on the following pages. These data will make possible, in future studies of these subjects, some study of the psychological factors that were involved. It will become apparent, to the reader of the following pages, however, that much of vocational career choice and placement is due to chance and to the practical situations that subjects meet. (It may be observed, for example, that the fact that these subjects finished high school during the Korean conflict influenced their vocational development.) The study reported in this chapter suggests that maturity cannot be separated from situation, and that perhaps a counselor in that situation is not as influential as many guidance workers have suggested.

Sources of Data about Vocational Choices

The vocational choices of the experimental subjects of the Wisconsin Counseling Study were obtained during interviews in their sophomore and junior years. Due to the fact that some of the experimental subjects stated different vocational choices during the high school years the last choice given in any one year was used in this study. The controls verbalized their sophomore vocational choice during the initial interview when all of the subjects were seen but, since they were not interviewed during their junior and senior years, no choice of a vocation was available. One month before graduation all of the control and experimental subjects completed a Senior Report on which they stated their vocational choices. Thus, there were 3 occupational choices for each experimental subject and 2 for each control subject during the 3-year high school period.

In addition to these choices the experimentals were asked to express during their junior year what occupation they would like to be engaged in 5 years later. During their senior year all of the subjects of the study were asked to project themselves 5 and 10 years into the future and state what they would like to be doing in terms of an occupation. This was done in an attempt to gain some insight into the students' aspirational levels.

The actual status of each subject was reported on a follow-up form 6 months, 2 and one-half years, 5 years, and 10 years after high school graduation. On the 2 and one-half, 5, and 10 year follow-up questionnaires the subjects were given the opportunity to state their occupational choice 5 and 10 years hence. Thus, the vocational choices and aspirations of many of the group were available for a period of 23 years. The instruments used in the collection of the data are described below.

Six months after high school graduation all subjects responded to a request to fill out a post card on which, in addition to identifying data, the following questions were asked:

If you are not working full-time what are you doing?

_____

If working where do you work? _____
Name of Company

What do you actually do on the job? _____

If working or not do you like what you are doing?

_____

In 1953, 2 and one-half years after high school graduation, a much more comprehensive questionnaire was sent to all of the subjects still living at that time. It was designed to elicit responses from the subjects about their current educational, vocational, and marital status, and other personal history information.

The questionnaires were so devised that the subjects could describe their occupational or training status in one of the following categories.

If you work full-time what is your job? _____
If you are farming is it a full-time job? _____
Yes _____ No _____
If you are in the Armed Forces what branch are you in? _____
If you are a student or in an apprenticeship what course are you in? _____ Where? _____
What would you like to be doing 5 years from now? _____
Ten years from now? _____

One hundred percent of the subjects returned their questionnaires.

In 1956-57, 5 years after high school graduation, the subjects were sent a comprehensive 3-page questionnaire. Questions directly related to this study were:

Check one item that best describes your present status.

___ Full-time employment
___ Farming
___ Student
___ In Armed Forces
___ Other (tell what) _____

What would you like to be doing 5 years from now? _____

Ten years from now? _____

If you are EMPLOYED full-time NOW what do you actually do on the job? _____

If you are a STUDENT (special school, apprenticeship, college, short course or any other kind) what is your major field of study? _____ If training is completed for what were you prepared when you finished? _____

One hundred percent return was achieved also in this follow-up attempt.

In 1961-62, 10 years after high school graduation, all 321 male subjects remaining in the study were again asked to complete a questionnaire which was a duplicate of the 5-year follow-up form described above.

Classification of Vocational Choices

Classification of vocations by training required for entry might be used but it does not preclude the fact that an individual may enter some occupations without the necessary training. Classification by interests has been attempted but it has not been established that certain interests are indicative of a particular occupation and none other. A person may find it necessary to work at an occupation which is foreign to his main interests in life.

The shortcomings in the many occupational classification systems are such that the writer made the arbitrary decision to use a modified form of the system used in the Dictionary of Occupational Titles to classify the choices of the subjects of this study. Modifications were made in the titles of the various occupational groups.

The following list illustrates the numbers and the occupations they represent.

001-099	Professional
100-199	Semiprofessional
200-299	Proprietory and Managerial (hereafter referred to as Managerial)
300-399	Sales
400-499	Clerical
500-599	Service (excluding military service)
600-699	Agricultural
700-799	Skilled
800-899	Semiskilled
900-980	Unskilled
981-999	Used to classify those not engaged in an occupation (unemployed or undecided)

In further discussion of the categories only the first number of each category will be used. Thus, professional occupations may be referred to as Category 0, Category 1 to semiprofessional occupations and Category 2 to managerial occupations.

Those subjects who fulfilled their military obligation and returned to the occupation which they had previously held were not charged with a change. Boys who had entered the armed forces before the 6 months after high school check point, and had no employment record in their dossier, were considered to be consistent if, upon their discharge, they entered the occupation of their high school choice.

Procedures used in Determining Consistency of Choices

There is no intent in the use of the word "consistency" to imply that singleness of occupational choice is desirable or that to be consistent is good.

The data analyzed were viewed from the 4 points of reference which are defined and illustrated below.

I. (a) Specifically consistent during high school, actual occupation, and future choices. This group includes those subjects who gave the same choice during high school years, were actually engaged in the occupation of their choice 6 months, 2 and one-half years, 5, and 10 years after high school graduation, and all choices for the future. Due to the fact that many occupations require special training those subjects who were in training for the occupation of their choice were

classified as consistent. An example from the group is presented below.

Choices - Individual A

High School	Actual Occupation	Future Choices
Plumber	Plumber	Plumber

(b) Specifically consistent during high school and actual occupation. This group includes those subjects who gave the same choice during high school and actually entered or were in training for the occupation of their choice 6 months, 2 and one-half, 5, and 10 years after high school graduation. This category does not include any 5 and 10-year future choices with the exception of those subjects who were taking post-high school training. Consideration of the 5-year future choices of college subjects was necessary in order to determine if they were preparing for the same occupation which they had named during high school. This was done from only those points at which they were in training. Omitting 5 and 10-year future choices of the subjects permitted comparison of consistency during the period covered in terms of actual occupational activity and desired future occupational activity. The example presented below is illustrative.

Choices - Individual A

High School	In training	Occupation
Physician	Liberal arts, pre-medicine and medical school	Physician

II. (a) Consistent in the category in which the occupation was classified during high school, actual occupation 6 months, 2 and one-half years, 5, and 10 years after high school graduation, and future choices. This group included those subjects whose choices, although they changed their specific occupational choice or occupational activity, were classified in the same category. The example below is characteristic of the 2 study groups.

Choices - Individual A

High School	Occupation	Future
Fireman (service category)	Policeman (service category)	Barber (service category)

(b) Consistent in the category in which the occupation was classified during high school and occupation 6 months, 2 and one-half, 5, and 10 years after high school graduation. This group included those

subjects whose occupational choices, although specifically different, were classified in the same occupational category. Future wishes were excluded. This was done to permit the comparison of consistency by category during the period covered in terms of actual occupational category and desired future occupational category. An example is presented below.

Choices - Individual A

High School	Occupation
Medical Technician (semi professional)	Dietician (semi-professional)

III. Inconsistent. Subjects in this group were those whose expressed choices and actual occupations engaged in did not fulfill the requirements of any of the 4 categories cited above. An example of this group follows.

Choices - Individual A

High School	Occupation	Future Choice
Farmer (agricultural)	Chemist (professional)	Business Executive (managerial)

The choices of each of the subjects of this study were compiled for the total period under consideration and classified into one of the 5 categories listed above.

Occupational Status of Groups of Subjects at Four Post-High School Periods

Comparisons of the occupational categories in which the students of the Wisconsin Counseling Study were engaged 6 months, 2 and one-half years, 5 years, and 10 years after high school graduation are reported in Table 1. It was very difficult to ascertain the occupations for which some college students in liberal arts programs were preparing due to the nature of college curricula. All subjects who were in college were, therefore, classified in the professional category until such time as their occupational choices were definitely known.

The first post-high school follow-up revealed that approximately one-half of the experimental subjects were engaged in the agricultural, semiskilled and unskilled categories in near equal proportions. These 3 categories, plus the professional category, contained nearly three-fourths of the experimental group at that time.

At the 2 and one-half year check point nearly 50 percent of the experimental subjects were in the armed forces to fulfill their military obligations. Nearly one-half of those not in military service

Table 1. Percentage of Subjects in Occupations or Training for Them Six Months, Two and One-Half, Five, and Ten Years[a] after High School Graduation

Occupational Category	Experimentals (N=162) 6 Months	2½ Years	5 Years	10 Years	Controls (N=159) 6 Months	2½ Years	5 Years	10 Years
Professional	30.2	21.8	24.7	17.3	17.6	12.3	13.8	15.7
Semiprofessional	1.2	1.2	3.1	6.2	3.1	3.8	6.9	8.2
Managerial	0.0	2.5	4.9	14.2	0.0	0.0	5.7	8.8
Sales	1.9	1.2	0.6	8.5	3.8	0.0	2.5	6.9
Clerical	2.5	1.2	2.5	2.5	5.7	3.8	6.9	6.3
Service	1.2	0.6	1.9	6.8	1.3	1.9	2.5	5.2
Agricultural	13.0	6.9	4.9	4.9	13.9	12.0	7.6	8.2
Skilled	8.7	5.8	16.0	17.1	10.7	5.2	14.5	17.0
Semiskilled	15.4	2.5	12.4	11.5	13.2	5.6	15.7	8.8
Unskilled	15.4	8.2	14.6	6.1[b]	18.2	8.2	10.1	11.3[b]
Armed Forces	10.5	48.1	15.4	4.3[b]	12.5	47.2	13.8	3.6[b]

[a] One experimental and 2 control subjects were unemployed at the 10-year check point.
[b] Six experimental and 5 control subjects were armed forces career men at the 10-year check point.

were attending college. As a result of these facts the data gathered during that time were not considered to be representative of normal occupational distributions.

Five years after high school graduation the experimental subjects showed a pattern of occupational activity which was somewhat similar to the one represented 6 months after graduation. Fewer subjects were in a profession or in college. After military service several of the subjects had left their agricultural occupations and taken up a skilled trade (possibly learned while in the service), or entered apprenticeships in preparation for skilled trades. The numbers in the remaining categories were relatively similar to those found at the 6 months check point.

The percentage of experimental subjects in several occupational categories 10 years after high school graduation were significantly different from the 6-month categorizations. Significantly more subjects were proprietors and managers. Many of these had been in college

6 months after high school graduation and, at that time, they had been classified in the professional group. The number of subjects in sales occupations showed a significant increase over any previous check point. Those engaged in the performance of a service increased significantly over the years. Agriculture and unskilled labor percentages decreased.

Consistency of Specific Choices of Individuals

The occupational choices revealed that, as a group, the subjects made relatively few significant changes over a 23-year period. The finding of relative stability of groups tells very little of the consistency of individuals due to the fact that, although an occupational group percentage may remain relatively stable between any 2 check points, the individuals comprising that group could be entirely different.

In Table 2, which follows, the percentages of experimental and control subjects who were consistent in their specific choices of an occupation from tenth grade in high school to 10-year-later choice

Table 2. Percentages of Subjects who chose the same Occupation over the Periods of Time Indicated

Periods of Time	Subjects Experimentals (N=162)	Controls (N=159)
Consistent in high school, actual occupation, and 5 and 10-year choices (Category Ia, page 29-30)	4.9	5.7
Consistent in high school and actual occupation (Category Ib, page 30)	6.9	6.3

given 10 years after high school graduation are reported. The percentages of students consistent in their choices of a specific occupation from tenth grade in high school and actual occupation 6 months, 2 and one-half, 5 and 10 years after high school graduation are also reported in Table 2.

Examination of the data indicate several interesting findings. It is noted first, that a very small percentage of the subjects who gave the <u>same</u> specific choice of an occupation during high school, were actually engaged in that occupation at each check point, and at all times aspired to that occupation (which means they named it 16 times). Only 2 occupational categories, agricultural and professional, were

represented in these consistent choices. Seven of the 8 consistent experimental subjects chose farming at all times and became farmers, while one chose the occupation of physician as a tenth grade student, went to college, is now a practicing physician, and desires to continue his practice. Eight of the 9 control subjects who were consistent for the entire period of the study named farming as their occupational choice and were farmers 10 years after high school graduation. They all indicated that they hoped to be farming 10 years later. The ninth control subject who was specifically consistent at every point became an accountant and wishes to remain in that capacity.

Analysis of specific occupational choices other than 5 and 10-year future choices failed to raise the percentages significantly. It may be observed in Table 2 that the percentages representing the 2 different periods of time are very similar. It is suggested that the percentage of individuals who were specifically consistent was not greatly affected by requesting them to project their choices 5 and 10 years into the future.

Since so few of the subjects were specifically consistent one might deduce that the majority of them made many changes in occupational choice. The number of changes in choices made by the experimental and control subjects during high school, in actual occupations, and in 5 and 10-year choices may be observed in Table 3. The figures

Table 3.. Percentages of Subjects who made Specific Occupational Choice Changes from Tenth Grade in High School to Twenty Years Beyond High School Graduation[a]

Number of Changes[b]	Percent of Experimentals (N=162)	Cumulative Percentage	Percent of Controls (N=159)	Cumulative Percentage
0	4.9	4.9	5.7	5.7
1	4.3	9.2	11.3	17.0
2	11.7	20.9	10.7	27.7
3	13.6	34.5	12.0	39.7
4	22.8	57.3	25.8	65.5
5	17.5	74.8	16.8	82.3
6	15.4	90.2	10.1	92.4
7	3.7	93.9	5.7	98.1
8	4.3	98.2	1.9	100.0
9	1.2	99.4	0.0	
10 or more	0.6	100.0	0.0	

[a] See 1a, page 29-30.
[b] Maximum number of changes was 16 for the experimentals and 14 for the controls.

show that a majority of the subjects made 4 or less specific changes in their choices of an occupation. The mean number of changes for the

experimentals was 4.10 while that for the control subjects was 3.78. Several of the experimental group made 8, 9, and 10 changes while only 1.9 percent of the control subjects made 8 occupational choice changes and no controls made more than 8. It should be noted that almost 3 times as many control subjects made only one change in their choices. In general,it may be observed that the control subjects exhibited less variability.

The data reported in Table 4 indicate that when 5 and 10-year choices were eliminated fewer specific changes were made. It appears

Table 4. Percentages of Subjects who made the Specific Occupational Choice Changes Indicated from Tenth Grade in High School to Occupation ten years after High School Graduation[a]

Group	Number of Changes						
	0	1	2	3	4	5	6
Experimental (N=162)	6.9	12.4	26.5	25.3	19.7	8.6	0.6
Control (N=159)	6.3	17.6	27.2	32.6	15.7	0.6	0.0

[a]See Ib, page 30.

that, except for those who were specifically consistent, much of the change in occupational choices took place in the individual's choices for the future.

Consistency of Categorized Occupational Choices of Individuals

It has been pointed out that few of the experimental and control subjects were specifically consistent in their choice of an occupation for an extended period of time. The tables which follow contain percentages of subjects who were consistent by category from any one point during the study to any other point. The writer will take the reader step by step, with one group of individuals, through the several tables in order that all of the percentages will be meaningful. A second purpose for doing so is that the writer does not intend to discuss every percentage at every check point and knowledge of how the tables can be read will allow the reader to do so if he chooses.

The data observed in Tables 5 and 6 are the percentages for each of the 2 groups in each occupational category at every point. Those subjects who gave armed services, unknown, or inappropriate answers at the various check points were placed in the "other" category. Since none of the subjects gave unknown or inappropriate answers during their high school careers, the numbers in the "other" category represent

Table 5. Number of Experimental Subjects Aspiring to or Engaged in the Occupational Category Indicated at the Various Check Points

Check Point Number	Number of One Hundred Sixty-Two Experimental Subjects at Each Check Point who Chose the Occupational Category Indicated										
	Prof.	Semi-prof.	Manag.	Sales	Clerical	Service	Agri.	Skilled	Semi-skilled	Unskilled	Other[a]
1	59	24	6	3	2	5	29	23	5	3	3
2	50	23	7	8	1	2	24	27	10	4	8
3	46	6	5	9	1	1	23	20	12	25	12
4	49	2	0	3	4	2	21	14	25	25	17
5	35	2	4	2	2	1	12	9	4	13	78
6	40	5	8	1	4	3	8	26	20	22	25
7	27	10	23	14	4	12	8	27	19	11	7
8	43	17	12	5	0	2	24	30	4	4	21
9	38	13	17	7	4	1	25	14	7	3	33
10	33	12	30	5	2	1	25	11	3	2	38
11	41	6	20	3	2	5	13	23	2	1	46
12	36	6	22	2	1	5	12	22	2	0	54
13	41	11	21	5	2	3	10	23	7	8	31
14	33	8	29	4	1	3	11	21	5	7	40
15	25	14	36	11	2	9	10	13	9	7	26
16	24	11	41	9	2	8	10	8	9	5	35

[a]Includes subjects who gave armed forces choice, were unemployed, or gave inappropriate or "don't know" answers to questions concerning future occupation.

Table . Number of Control Subjects Aspiring to or Engaged in the Occupational Category Indicated at the Various Check Points

Check Point Number	Number of One Hundred Fifty-Nine Control Subjects at Each Check Point who Chose the Occupational Category Indicated										
	Prof.	Semi-prof.	Manag.	Sales	Clerical	Service	Agri.	Skilled	Semi-skilled	Unskilled	Other[a]
1	39	19	7	3	5	2	40	29	1	5	9
2[b]	-	-	-	-	-	-	-	-	-	-	-
3	27	9	11	3	7	3	31	15	8	23	22
4	28	5	0	6	9	2	22	17	21	29	20
5	20	6	0	0	6	3	19	8	9	13	75
6	22	11	9	4	11	4	12	23	25	16	22
7[b]	25	13	14	11	10	8	13	27	14	18	6
8	-	-	-	-	-	-	-	-	-	-	-
9	29	13	14	6	4	2	26	17	4	4	40
10	25	12	23	2	3	1	25	14	4	2	48
11	23	12	21	5	6	2	22	16	7	2	43
12	18	12	26	3	4	1	20	15	4	1	55
13	27	15	22	2	2	6	17	23	8	4	33
14	25	9	29	2	2	5	17	16	8	3	43
15	26	10	28	8	2	4	14	19	4	5	39
16	24	9	36	5	1	4	14	14	3	4	45

[a]Includes subjects who gave armed forces choice, were unemployed, or gave inappropriate or "don't know" answers to questions concerning future occupation.
[b]Control subjects were not asked their occupational choices during eleventh grade.

armed forces choices. It was impossible to give an unknown or inappropriate answer concerning one's actual status 6 months, 2 and one-half, 5, and 10 years after high school graduation. Because of this fact the numbers in category 10 at those check points represent armed forces and unemployed subjects. Only in the 5 and 10-year-future choices can category 10 represent, in part, unknown and inappropriate answers. Armed forces choices for the <u>future</u> will be mixed with unknown and inappropriate answers at those points because they did not fit the modified D.O.T. categories.

The numbers at the far left represent the various check points of the study. The numbers and the check points for which they stand are listed below.

1. Tenth grade choice
2. Eleventh grade choice (no data for control subjects)
3. Senior report
4. Six months after high school graduation status
5. Two and one-half years after high school graduation status
6. Five years after high school graduation status
7. Ten years after high school graduation status
8. Five-year-future choice given at eleventh grade (no data for control subjects)
9. Five-year-later choice given during twelfth grade
10. Ten-year-later choice given during twelfth grade
11. Five-year-later choice given 2 and one-half years after high school graduation
12. Ten-year-later choice given 2 and one-half years after high school graduation
13. Five-year-later choice given 5 years after high school graduation
14. Ten-year-later choice given 5 years after high school graduation.
15. Five-year-later choice given 10 years after high school graduation

The data in Table 7 can be interpreted by following one group of students through the table. It can be observed from Table 7 that 59 experimental subjects chose a professional occupation at the tenth grade level. The percentage of subjects who persisted in their choices within that category from tenth grade to eleventh grade can be determined by observing the percent given at check point 2 (eleventh grade check point number) in the experimental column. Check point 3 (twelfth grade choice) indicates that 59 percent of the 59 experimental subjects who chose a professional occupation at the tenth grade level also chose one at the twelfth grade level.

Table 7. Percentages* of Experimental and Control Subjects who Persisted in Choices Within Professional and Semiprofessional Categories at the Periods Indicated

Check Point No.	Time of choice	Yrs. in future	Percent persisted in professional category			Percent persisted in semiprofessional category		
			Exp. (N=59)	Control (N=39)	Diff.	Exp. (N=24)	Control (N=19)	Diff.
1	10-Gr.		100	100		100	100	
2	11-Gr.		68	No data		58	No data	
3	12-Gr.		59	44	15	12	21	- 9
4	6-Mo.-Later		59	46	13	8	-	8
5	2½-Yr.-Later		42	31	11	8	-	8
6	5-Yr.-Later		49	28	21*	17	5	12
7	10-Yr.-Later		32	23	9	8	10	- 2
8	11-Gr.	5	51	No data	-	33	No data	-
9	Sr. Report	5	49	41	8	25	37	-12
10	Sr. Report	10	44	33	11	25	32	- 7
11	2½ Yr.	5	46	28	18	-	21	-21*
12	2½ Yr.	10	39	20	19	-	21	-21*
13	5 Yr.	5	49	28	21*	4	21	-17
14	5 Yr.	10	39	26	13	4	10	- 6
15	10 Yr.	5	27	26	1	4	-	4
16	10 Yr.	10	25	23	2	-	-	-

*Percentages were computed to one decimal place but have been rounded off to nearest whole number to facilitate tabular presentation.
*Indicates a significant difference at 5 percent level between percentages at check point indicated.

Six months after high school graduation none of the experimentals was in a professional occupation and thus, the percentage at check point 4 (6 months after high school graduation) indicates that 59 percent of the same 59 experimentals who chose a professional career at the tenth grade level were in college in preparation for professional careers. (All boys who were in college at any check point were classified in the professional category even if their specific occupational choices were unknown.) It must be remembered that subjects in training for occupations were classified under the appropriate category and college students appeared to fit best in the professional category.

Check points 5 (2 and one-half years after high school graduation), 6 (5 years after high school graduation), and 7 (10 years after high school graduation) show that 42, 49, and 32 percent, respectively, of the original 59 who chose a profession on the tenth grade level were in a professional occupation or college. It can now be ascertained that 32 percent of the experimental subjects, who chose a professional career at the tenth grade level, were actually engaged in (or in training for) a professional occupation 10 years after high school graduation.

Check point numbers 8, 9, and 10 represent the various 5 and 10-year-choices of the subjects given during high school. The percentages denoting these choices are interesting inasmuch as they reveal the number of subjects who saw themselves in the category of their choice when asked to project themselves into the future. As an example, check points 9 and 10 (5 and 10-year-later choices given during the twelfth grade) reveal that 49 percent and 44 percent, respectively, of the 59 experimentals who chose a profession as tenth graders also named a profession as their 5 and 10-year-later choice at the twelfth grade level.

Check points 11 through 16 give the percentages of 5 and 10-year-later choices of the 59 experimental subjects given 2 and one-half, 5, and 10 years after high school graduation. It can be observed that, of the original group, 25 percent named a profession as their ten-year-later choice when they were asked to project to 10 years after high school graduation.

At this point we have taken <u>one</u> group of subjects through the entire sequence of choices from tenth grade in high school to 10-year-later choice given 10 years after high school graduation. The same processes were used to determine the percentages of control subjects who named a profession as their choice during tenth grade. The difference between percentages of experimental and control subjects choosing professional occupations was computed and tested for significance. The significant differences are indicated in the Table.

The data reported in Table 7 were concerned with the professional and semiprofessional categories. It should be noted that 20 more experimentals chose a professional career and persisted in it at all check points than did the controls. At check points 6 and 13 the differences in the percentages between the experimental and control subjects reached the criterion level of significance. The difference in the percent of experimental and control subjects who chose a profession at the tenth grade level and who were going to college 6 months after high school graduation was not significant. The significant difference at the 5-year check point indicates either that more of the experimentals were in college or had finished college and had entered a profession, or that the control subjects used their college education for a category other than professional. The finding that significantly fewer control subjects aspired to a profession at check point 13 would tend to support the above hypotheses. If, after the 2 and one-half year check point, a control subject had dropped college, he would not likely aspire to a profession. Five years after high school graduation those who had dropped college aspired to something else or those who had finished college aspired to a position in some other category. Ten years after high school graduation, however, the percentages of the experimental and control subjects' 5 and 10-year-later choices showed virtually no difference. It may be postulated that the significant difference which was apparent at the 5-year check point did not exist at the 10-year check point due to the fact that whatever effect special, intensive counseling may have had it had been so mitigated with other environmental factors that it was no longer effective.

The data reported under the semiprofessional category in Table 7 showed a reverse in the trend manifested under the professional category. It may be observed that the control subjects who chose semiprofessional occupations persisted at most check points in greater percents than did the experimental subjects. The only exceptions are check points 4, 5, and 15. It can be noted, however, that with the exception of the 10-year check point, the experimental subjects were more persistent in their choices during their work careers. Thus, the persistence of the controls in the semiprofessional category was primarily in choices during high school and 5 and 10-year-later choices. The latter reached the level of significance during the 2 and one-half year future choices when none of the experimentals who had chosen a semiprofessional occupation as tenth graders aspired to one. Of the original 43 subjects who named a semiprofessional occupation as tenth grade students only one named again the occupation as his 10-year-later choice given 10 years after high school graduation.

Since it would require too much space to repeat the procedures described above for all the occupational categories summary statements rather than detailed statements will be presented. A relatively high

percent of experimental subjects re-chose agricultural occupations as eleventh grade students and as their 5-year-later choice given during the eleventh grade. Six months after graduation approximately 39 percent of the experimental and one-half of the control subjects had actually entered agriculture. Ten years after graduation 28 percent of both groups of boys who had chosen an agricultural occupation as tenth graders were so engaged. Their 10-year-later choices from that point revealed that more experimental and fewer control males aspired to that category than were actually engaged in it. None of the percentages at any of the check points showed a significant difference. There does not appear to be any distinguishable pattern of choices between the 2 groups who chose agricultural pursuits.

Approximately the same percentage of experimental and control subjects were persistent in their choices of the skilled category during high school and actual occupation. The largest, and only significant difference, appeared in the 5 and 10-year-later choices of the subjects. Two and one-half years after high school graduation, when a large percentage of the subjects were in the armed forces, significantly more of the experimentals who chose a skilled occupation at the tenth grade in high school, envisioned themselves in skilled occupations 5 and 10-years later. It is interesting to note that none of the experimentals who chose a skilled occupation as tenth grade students named such an occupation as their choice for 20 years after high school graduation.

Due to the fact that the number of subjects who chose occupations classified in the managerial, sales, clerical, service*, semi-skilled and unskilled categories were so small the differences between the percentages were not computed. It was apparent that those categories did not appeal to tenth grade students of this sampling of youth. Only later, on their Senior Reports and during reports of actual status, was there a sufficient number of subjects within these categories to make it worthwhile to analyze the data.

Of the 60 differences in percentages between the persistence of the experimental and control subjects who chose occupations in the professional, semiprofessional, agricultural, and skilled categories as tenth grade students only 7 were found to be significant. Of these only 1 occurred during actual work in the occupation and 6 were during "future" choices. Five years after high school graduation significantly more tenth grade experimentals than controls who chose a profession had persisted in that category. The experimental group also persisted in the professional category in significantly larger percentages than the controls in their 5-year-later choice given 5 years after high school graduation.

*Not to be mistaken for Armed Forces.

In the semiprofessional category significantly more tenth grade controls persisted in their choice of category in the 5 and 10-year later choices given 2 and one-half years after high school graduation. Within the skilled category significantly more controls were persistent in their tenth grade choice of an occupation for 20 years after high school graduation.

From the above analyses it was concluded that, with the exception of the professional category, there were no significant differences in the persistence of experimental and control subjects' tenth grade occupational choices and actual occupation 6 months, 2 and one-half, 5, and 10 years after high school graduation.

Time of Selection of Occupation in which Subject was Employed ten years after High School Graduation

The choice points at which the experimental and control subjects selected the occupation in which they were serving 10 years after high school graduation appear in Tables 8 and 9. Study of the first column in Table 8 indicates that 70.4 percent of the experimental subjects who became professionals had named a professional category when asked to make a choice at the end of the tenth grade in high school (and after some counseling during that year). Seven and four-tenths percent named the professional area when they were in the eleventh grade and 3.7 percent in the twelfth. The remaining 18.5 percent were named as future choices 2 and one-half, or more, years after high school graduation. The comparable figures for the control group were 36 percent at the tenth grade, 24 percent during the twelfth, and 8 percent on the Senior Report one month before high school graduation. The remaining 24 percent of choices of the professional area were made 2 and one-half or more years after high school graduation. Similar comparisons between control and experimental subjects in the other occupational areas may be made by comparison of columns in Tables 8 and 9 but the numbers are so small that care must be taken in generalizing about differences between the groups. In general, the data in Tables 8 and 9 suggest that, with few exceptions, the choices that these subjects made were not good indicators of their occupational activities over an extended period of time. Many of the subjects did not mention the occupational categories in which they were classified 10 years after high school until they were found in them at that time. Such findings indicate that there was considerable shifting between categories during the 10-year period after high school graduation. Actually, almost one-third of both groups were found 10 years after high school in categories that they had not mentioned at any time during their school careers. The marked difference to the trend were those who chose agricultural and professional categories during high school. All 8 subjects who were found in the agriculture category had named it during

Table 8. Time at which 162 Experimental Subjects chose the Occupational Categories in which They were Employed ten years after High School Graduation

Original choice points	Occupational Category											
	Prof. N=27	Semi-prof. N=10	Manageria N=23	Sales N=14	Clerical N=4	Service N=12	Agr. N=8	Skilled N=27	Semi-skilled N=19	Un-skilled N=10	Armed Forces N=7	Others[a] N=1
10th grade	70.4	30.0	4.4	14.3	-	8.4	100.0	26.0	10.4	10.0	14.4	-
11th grade	7.4	10.0	8.7	-	-	-	-	11.1	5.3	20.0	-	-
5 year future choice given at 11th grade	-	-	-	-	-	-	-	-	-	-	-	-
12th grade	3.7	10.0	13.0	7.1	-	8.4	-	3.7	-	-	-	-
5 year future choice given one month before graduation	-	-	8.7	-	-	-	-	3.7	-	-	-	-
10 year futrre choice given one month before graduation	-	-	8.7	-	-	-	-	-	-	-	-	-
6 months after high school graduation	-	-	-	-	-	-	-	7.4	21.0	-	29.7	-
2½ years after high school graduation	-	-	4.4	-	-	-	-	3.7	-	10.0	-	-
5 year future choice given at 2½ years after high school	3.7	10.0	17.1	-	-	16.6	-	7.4	5.3	-	-	-
10 year future choice given 2½ years after high school	-	-	4.4	-	-	-	-	-	-	-	-	-
5 years after high school graduation	3.7	-	-	7.1	-	-	-	18.4	-	40.0	14.4	-
5 year future choice given five years after high school	3.7	-	4.4	-	-	8.4	-	3.7	-	-	-	-
10 year future choice given five years after high school	-	-	4.4	-	-	-	-	-	-	-	-	-
10 years after high school graduation	7.4	40.0	21.8	71.5	100.0	58.2	0.0	14.8	58.0	20.0	41.5	100.0

[a]One subject was unemployed ten years after high school graduation.

Table 9. Time at which 159 Control Subjects chose the Occupational Categories in which They were Employed ten years after High School Graduation

Original choice points	Occupational Category											
	Prof. N=25	Semi-prof. N=13	Manag-erial N=14	Sales N=11	Cler-ical N=10	Serv-ice N=8	Agr. N=13	Skilled N=27	Semi-skilled N=34	Un-skilled N=16	Armed Forces N=6	Others[a] N=2
10th grade	36.0	15.4	7.2	-	-	-	85.6	29.5	-	12.5	-	-
12th grade	24.0	7.7	-	-	20.0	25.0	7.7	3.7	7.2	31.4	33.3	-
5 year future choice given one month before graduation	8.0	7.7	7.2	-	-	-	-	7.4	7.2	6.2	-	-
10 year future choice given one month before graduation	-	-	7.2	-	-	-	-	-	-	-	-	-
6 months after high school graduation	4.0	7.7	-	9.1	-	-	-	22.4	7.2	6.2	16.7	-
2½ years after high school graduation	-	15.4	-	-	-	12.5	-	3.7	7.2	18.7	-	-
5 year future choice given 2½ years after high school	4.0	15.4	21.3	9.1	10.0	-	-	3.7	-	-	-	-
10 year future choice given 2½ years after high school	-	-	-	-	-	-	-	-	-	-	-	-
5 years after high school graduation	4.0	7.7	14.3	18.4	30.0	12.5	-	14.8	28.2	12.5	-	-
5 year future choice given five years after high school	16.0	-	7.2	-	-	12.5	-	-	-	-	-	-
10 year future choice given five years after high school	-	-	14.3	-	-	-	-	-	-	-	-	-
10 years after high school graduation	4.0	23.0	21.3	63.4	40.0	37.5	7.7	14.8	43.0	12.5	50.0	100.0

[a]Two subjects were unemployed ten years after high school graduation.

that time and 27, or 82 percent, of the professionals had done so. No significant differences in the amount of shifting of experimental and control subjects was found.

Summary

In reviewing the choice status patterns of the experimental and control subjects of the Wisconsin Counseling Study group we are made aware of many similarities between the groups as sophomores and seniors, and over the 3-year period. The patterns are as follows:

1. As sophomores approximately 61 percent of the experimental and 49 percent of the control subjects who had chosen a profession were in the professional, semiprofessional, or managerial categories 10 years later. The difference between the percentages was not significant.

2. As seniors approximately 65 percent of the experimental and control groups who had chosen a profession were in the professional, semiprofessional, or managerial categories 10 years later. There was no significant difference between the 2 groups.

3. There is no significant difference between the experimental and control groups who chose a profession at the tenth and twelfth grade levels, independently, and the percentages classified in the professional, semiprofessional, and managerial categories 10 years after high school graduation.

4. There was no significant difference between the total tenth and twelfth grade percentages of the 2 groups of those who had chosen a profession and were employed in a professional, semiprofessional, and managerial category 10 years beyond high school graduation.

5. The experimental and control subjects who had chosen managerial positions as tenth and twelfth grade students were, 10 years later, found in many categories with no one of them predominating.

6. The subjects from the experimental and control groups who had chosen agricultural work while in high school were, with few exceptions, found in every occupational category. The next highest percentage were found in the skilled or semiskilled categories.

7. A simple majority of the experimental subjects who had chosen a skilled, semiskilled, or unskilled occupation at the tenth and/or twelfth grade levels was employed in one of the above 3 categories 10 years beyond high school graduation.

8. There was no significant difference between the total tenth and twelfth grade percentages of the experimental subjects who had chosen a skilled, semiskilled, or unskilled occupation and the percentages who were in any one of the three 10 years beyond high school graduation.

9. There was no significant difference between the total tenth and twelfth grade percentages of control subjects who chose a skilled, semiskilled, and/or unskilled occupation and the percentages in such occupations 10 years after high school graduation.

10. There was no significant difference between the experimental and control subjects who had chosen skilled, semiskilled and/or unskilled occupations at grades ten and/or twelve and those who were so employed 10 years after high school graduation.

Because the trend indicated that the experimental subjects were more likely to be in the category, or group of like categories, of their choices it may be hypothesized that: (1) counseling had the effect of reinforcing a student's choice, or (2) that the counselors did to some degree assist students in the making of occupational choices.

Implications

Inconsistency of occupational choices and aspirations of the Wisconsin Counseling Study subjects suggests that it may be unsound practice on the part of school personnel to schedule students in high school curriculums primarily on the basis of occupational choices. The relatively low percentages of persistency on the part of the Counseling Study subjects should emphasize the students' right to self-determination in choosing their high school courses.

From the results of this study it would appear that a prestige hierarchy of occupations does exist. When compared to national employment figures a disproportionate percentage of Counseling Study students did choose professional occupations. Few students aspired to occupations in sales, clerical, service, semiskilled, and unskilled categories until the twelfth grade. At that time the percentages of the subjects who chose unskilled jobs rose significantly. That fact may be attributed, in part, to the operation of a reality factor. It was noted, however, that few students aspired at any time to occupations classified in the sales, clerical, service, semiskilled, and unskilled categories. These findings bring to light a need for the expression, on the part of society, of the dignity of many kinds of work. Perhaps students need to consider that employment in sales, clerical, service, semiskilled, and skilled jobs does not mean that one is due less dignity as a person than one who is employed in an occupation classified in any other category. They may need to be impressed with the fact that workers in

every occupation make their unique contributions to the well-being of our society.

The implication for vocational theory of this study is that there appears to be a great deal of chance involved in occupational choices. It seems generally not to be the result of long-term planning and follow-through. The fact that the male graduates were forced to seek a job or continue their education in preparation for a job seemed to prevent the following through of a predetermined occupational plan to its fruition. Any "growth through stages" must, it seems, be influenced by the labor market and the uniqueness of every individual.

Since all significant differences between the control and experimental subjects in the various occupational categories had disappeared by 10 years after high school graduation the influence of counselors in the area of vocational counseling may be limited to a shorter period than previously assumed. The differences up to the 10-year period may indicate that the experimental subjects, when compared to the control subjects, were able to "short circuit" some occupational adjustments.

APPENDIX I

Samples of the 10-year follow-up questionnaire and interview returns for an experimental subject. The background data on this subject will be found on pages 218-224 of Bothney, J. W. M., The High School Student. N.Y., Holt, Dryden and Winston, 1954.

QUESTIONNAIRE RESPONSE

Ten Years After High School

Name Donald

What is your present address? (Home address)

Give an address where letters will usually reach you. (Same as above)

Check the one item that best describes your present status.

___ Married
X Full-time employment
___ Farming
___ Student
___ In armed forces
___ Other (Tell what)

Regardless of what you are doing show how you like it by checking below

X I really like it.
___ My likes just balance my dislikes.
___ I don't like it but I will have to put up with it.
___ I hate it.

Will you tell me why you checked the one you did? I chose it and I'm happy with my decision.

What is there about you that makes you successful in what you are doing? I don't know how successful I am. But what I am probably comes from my desire to make good.

What is there about you that handicaps you in what you are doing? I think I have a tendency to be a good fellow and not charge enough for my services.

What would you like to be doing 5 years from now? Same as now.

10 years from now? Same

If you are married (both men and women) when were you married? Oct. 1953

How many children? 2

Are you still living with your husband or wife? Yes X No ___

Judging from your own experience, what could schools do to prepare young people for marriage? Being happily married I just can't think of anything off hand

Show what you have been doing each year since you last wrote in 1956.
1957 Heating business
1958 Heating business
1959 Heating business
1960 Heating business
1961 Heating business

If you could live over again the last 10 years since you left high school, would you do the same things as you have done? No X Yes ___
If not, what would you do differently? I think I would go to college and get an engineering degree

Looking toward the future, do you think things are going to work out well for you? Yes X No ___
If yes, why? Well, I hope that the heating business has reached a low point and will start to upgrade instead of downgrading as it has been.
If you are EMPLOYED full time NOW what do you actually do on the job? Install and service furnaces
What is name and address (include city) of your employer? (The subject entered his father's name.)
Why did you choose the job you now have? I am following in my father's footsteps.
If you wish to mention your wages, fill in below.
Weekly (when you began to work) $ (No answer) Weekly now $ (No answer)
What (if anything) would make you change jobs? If cutrate competition doesn't change allowing me to make a decent profit and wage.
Do you plan to change jobs? Yes ___ No X
If you have worked more than one year, what is the difference between the work you did when you started and the work you do now? None
If you were ever (or are now) in the ARMED FORCES, what was your highest rank? (No answer)
When did you serve? (No answer)
How have you used any of your armed forces training since you left? (No answer)
How do you feel about your armed forces experience? (No answer)
If you had any TRAINING after high school (special school, apprenticeship, college, short course, or any other kind), Where did you get your training? None
How do you feel now about your training experiences? (No answer)
Looking back at your high school training, tell us how it helped you most. Sheetmetal courses in school were very basic but of course it all helped and being a limited field you couldn't expect them to spend too much time on it.
How it failed to help you (No answer)
Looking back at the counseling you had in high school tell us how it helped you. Actually I can't see as it did anything for me.
How it failed to help you (No answer)

Give the names of any political organizations, clubs, social, recreational or church groups which you have attended regularly during last 5 years. Jaycees
What offices have you held in any groups? Vice Pres. - Secretary - Director
Have you voted in any political elections? Yes
Why or why not? It's my civic duty
What self-improvement activities such as courses, on-the-job training, reading, home study, etc., have you been doing? I've attended clinics provided by some of my furnace companies and suppliers.
Do you have confidence in the actions you take when you have to make choices? Yes
If you needed help in the last 5 years in making decisions, to whom did you go? (No answer)
Any interesting plans for the future? No
List the names and current addresses of the three of your high school classmates whom you know best. (Give maiden name of married women) (Subject named three classmates)

TAPED INTERVIEW WITH DONALD[1]

I-And your name is?
S-Donald
I-And your present address is?
S-Route 1, Winston, Wisconsin
I-And if we were trying to reach you in 4 or 5 years, what address could you be reached at?
S-It should be the same.
I-And could you check one of the items that best describes your present status: married, full-time employment, farming, student, armed forces.
S-Full-time employment.
I-And regardless of what you're doing could you tell me how you like it by one of the following: I really like it; my likes just balance my dislikes; I don't like it, but I have to put up with it; I hate it.
S-Well, I'd have to say I really like it.
I-Could you tell me why you chose this one?
S-Well, I enjoy my work. But there's always things that're a lot better; but then a lot of things look worse, too. I can't say that I really dislike it.
I-But you do have some reservations about it - about what you're doing?
S-Oh, there's always - there's always times when you feel like - when you wish you'd done something else.
I-um-hm
S-It's been good to me and so I have to say I do enjoy my work. But uh there are disadvantages in everything - kind of gets you down, on the job, once in a while.
I-What sort of things do you see as disadvantages?

[1] I indicates the interviewer and S means the subject, Donald.

S-Well, for one thing, I can't seem to get away for a vacation. (laugh) Some of these other jobs - where they get 2, 3, and 4 weeks of paid vacation look pretty nice around vacation time. It's just like a doctor's job, I guess, you're on the call most all the time.
I-Is this a family business?
S-Yes, my father and I.
I-Is it because there's too much business?
S-Yes. That's about it. It's a funny thing, you can't have it left in the winter - it's the heating business, you know - and have to be on the call in the summer - then we're so busy putting them in. All I had is 4 days in the last 7 years. So.
I-Oh my.
S-It gets kind of monotonous, but I guess a guy should just take off; but uh I figure when the children get older, why, maybe I can do a little traveling; then, uh I don't care to go away from them now anyway. So.
I-Is this a 7 day a week proposition?
S-No. 6 days. But how far can you go on Sunday? You don't get back before lunch.
I-What is there about you that makes you successful in what you are doing?
S-Well, I don't know how successful I am, but I'm willing to work. As you can tell from what I just got done saying, so uh anything that I achieve I guess I have to say that it was through my grinding away, with my wife, being it was. What do I want to say? (laugh) Going along with me, I guess. She's content to live the way we're living, and I get a lot of encouragement from her. So, all in all it's all right.
I-What is there about you that handicaps you in what you are doing?
S-Well, I can't really put my finger on anything; I don't think. I do have a bum leg from playing football. That's about the only handicap that my physical...physical handicap, I guess. That kicks up once in a while.
I-Is it a knee?
S-Yeah.
I-That's just always a matter of time, in playing football, before damage is done.
S-That's right. (laugh)
I-What would you like to be doing 5 years from now?
S-Gee whiz, well, I could tell you probably what I will be doing. I would probably be doing the same thing I'm doing now. (*) You just don't quit businesses when you've got investments to maintain.
I-Would this be your first choice?
S-Oh, yes. When it comes right down to it - I worked at a couple other jobs(*) and I found this isn't so bad, after all. I'll be here as long as I'm able to work, I guess.
I-Then that would be the same 10 years from now?
S-That's right. I think so.

The asterisks refer to some sort of verbal assent such as an uh-huh by the listener in each case.

I-What other jobs did you work on?
S-I, when I dropped out of high school, I worked here in the _____ down here. Did factory work here for about a year and a half, and I couldn't see the rest of my life punching a time clock down there. So, (*) uh then I had an opportunity to (cough) be produce manager of the _____ supermarket down here. And uh that wasn't much better - by the looks of it - so we went into business; I've been here ever since.
I-Had your dad been in the heating business before?
S-Well, he's been doing heating all his life - but not in business. That was a decision we made together - to go into business. He should have been in it a long time ago; because he worked at it all his life - but always for someone else. And then I showed some interest in ah going into business and we did. I think I'm all right. It's treated us real well.
I-You do any farming?
S-No. No. No. We just have an acre and a half of land here with the house. I live next door, have our business here.
I-Is your dad here, too?
S-He lives downtown.
I-Oh. And when were you married?
S-1953
I-um-hm.
S-October 17 - on my wife's birthday.
I-Ah, very good.
S-If her birthday had been on Christmas, then I would have had all 3 on the same day. (laugh)
I-How many children do you have?
S-I have 2. I have a boy that's 7 and a girl that's 4.
I-And you're still living with your wife?
S-um-hm.
I-And does your wife have a job outside the home?
S-No. That's one thing that I insisted on. (*) She...her job is in the house with the family. And I said, "as long as there's bread on the table, you're not going to work." So, stuck to it.
I-Did she work before you were married?
S-Yes. She worked at the bank, before we were married.
I-Judging from your own experience, what could schools do to help prepare young people for marriage?
S-Well, I don't know. I guess we've been lucky. We've got along real good; and I haven't any...uh I don't know; if I had it to do over again. I think we've been happy. It's kind of hard when you haven't experienced any difficulties to put your finger on something.
I-um-hm. (*) Then you felt that the social training and uh developing the ability to get along with girls or women was very adequate for your own marriage?
S-It seemed to be - for me.

I-And could you tell me what you've been doing since we talked to you in 1956?
S-(*) As far as what?
I-Well, as far as working and...
S-Well, I put all my time in the business.
I-This was in '54, then, that you started?
S-um-hm. Yes.
I-You've had wild vacations since then?
S-Sure have (laugh) - been all over the globe. (laugh)
I-If you could live over again the last 10 years since high school, would you do over again the things you have done?
S-uh (*) That's a difficult question. I'd often thought I wish I'd of gone on to the University and got an engineering degree - after I just got done saying I'm satisfied with what I'm doing. That is the only other thing that I would consider. (*) But uh I...it's too late now.
I-This would be helpful here in the heating business?
S-Well, I felt, maybe, that I would be (*) consulting engineer for an architectural firm or something like that - instead of being in this. (*) That was my thinking.
I-When you left high school did you have any thoughts, at all, of going on to the University?
S-No. You know, it's a funny thing. If a person would only uh go ahead 3 years, before they graduate, their thinking as far as school would have changed a great deal, I think. (*) uh My first thought was, I was so relieved to be out of school, that I just couldn't wait to get out the door, you know. As a lot of them are. But ah then, after a few years you've been out and you look back and see how good the times were when you were in school - why, you would of done things different; and at the time I didn't even consider going on to school. But, I see now where it would have been advantageous to go.
I-When did you, approximately, when did you first start thinking it would have been a good move on your part to go back to school?
S-(*) Oh, probably about 4 years after I graduated, or so. When you get out in the world and see (*) some of the things you run into...why...
I-This was after you were already in business, then?
S-Well mostly. Yeah.
I-And looking toward the future, do you think things are going to work out well for you?
S-Well, I hope they do. uh The way it looks, why, small business is on the way out - I hope it isn't - but I still think that small business has made the U.S. what it is today, and I hope they don't choke it out. But, from all indications, why, it looks like you either have to be big, or not at all.
I-Are there any big firms competing with you?
S-Not too much. uh (*) The only thing is that (*) if they want to get rough - they have the buying power and the money behind them and there are times of the year, especially in the heating business, where if it does get slow they'll even lose money on them just to keep their men busy. You know.

I-um-hm.
S-And uh in that way it gets a little tough, when times get slow, but not too bad yet.
I-Is there a larger or several large heating plants here in town?
S-Not in town. But they come from Madison, which isn't too far, you see. There's an abundance of them there.
I-um-hm.
S-So they come, once in a while. But, uh we've kept busy and I guess you can't complain.
I-Seems like pretty good business.
S-Yeah.
I-And you're employed full-time in your business - is this a partnership?
S-Well, I actually work for my dad. But, uh he's put all or most of the responsibility on me; and he lets me do a lot of things my own way - thinking that someday, why, it will be mine. So uh I have quite a bit to say, but actually the name is...it's not mine.
I-And if you wish to mention wages, what are your weekly wages now and what were they when they began?
S-Well, that's one of the sore spots in the business, because when I started out I made only $40 a week; and somehow - I don't know how yet today - but we lived on it. And uh that's probably what discouraged me at first.
I-um-hm
S-And hoping that some day the business would get better and it would be all ours. And uh so it was a little bit tough uh living on that; but now business has gotten better - just about got it paid off, so... I've taken in about $130 a week now, which makes me feel better. (laugh)
I-Oh. That's easier to get along on. And what, if anything, would make you change jobs?
S-Well, (*) I guess money is the root of all evil. That would be the only thing. But if things can keep in the way they have been, why I don't see any reason for changing. There's something about being in business for yourself that's kind of a nice feeling and I don't know if I could, after living this way for oh 8 years now - why, it might be kind of hard to change and have someone swinging the club over you - that you had to bow down to.
I-If there's enough money involved, you might consider changing jobs?
S-It would have to be a pretty substantial amount to give up the business, because you just don't find a buyer for a business every day. And you just can't lock up - hardly lock up the place and walk out. So, I plan on staying in the business. I have a younger brother that has no interest at all in it, I don't know if his thoughts will change as he gets older, but uh I know my dad would like to see him come into the picture, too. But, uh as of now, he has no interest what so ever in it.
I-What does he show an interest in?
S-Well, right now it's girls. (laugh)
I-Is he still in high school?

S-He's a sophomore in high school. Yeah. But uh he likes the farming very well. I don't know - that's another thing that we just got done talking about - it's the same way in farming, you either have to be big or not at all, the way it looks. And uh investing into a big farm like that is just tremendous. I don't know how he could ever swing that.

I-Is this a too personal question? What sort of an investment does your business represent?

S-This one?

I-Yes

S-Oh, I imagine in the neighborhood of, (*) well, if we had everything that we wanted, we'd be talking probably $40,000. (*) uh We want to build on now - we've practically outgrown the shop here. We'd like to add on to it and buy some more equipment, but uh it's so nice to be almost even with the board that we'd hate to go in debt again. (*) It gets to be a case of just a vicious cycle - you owe a debt, you pay it off, and you go back in again.

I-And, I guess we got into this, do you plan to change jobs?

S-No, not as far as I can see.

I-And if you've worked more than a year, at your present job, what is the difference between what you did when you started and the work you're doing now?

S-Every job is a little bit different, but the work is itself basically the same.

I-But you're picking up, more and more, the responsibility of actually running the business?

S-Oh, yeah. I do. About all my dad does is sign the checks. I do all the figuring and selling - all the fitting.

I-And if you were ever in the armed forces, what was your highest rank.

S-No. I never was in the service. uh 4-F status on account of my knee.

I-um-hm. So.

S-I really do think that I missed a great deal of experience by not being in the service. I don't think, I don't - war is no good, I mean - but the training in the in the, oh,(*) you know, getting around and seeing the country is...must be quite an experience. And, I always figured that I missed a lot by not being in the service. uh Like a lot of fellows have said, they wouldn't go back in for a million dollars, but they wouldn't take a million dollars for their experiences, either.

I-And did you have any training after high school: apprenticeship, or...?

S-No. Not really. (*) I just picked it up from my father. He taught me all he knew and...(*) but I never went to any schools or anything for the training.

I-But this is really operated like an apprenticeship.

S-Oh, yeah. You learn something every day. When you stop learning something then it's time to get out. (laugh)

I-How do you feel about your training experience in this?

S-Why, I don't get you.
I-Well, do you feel that what you've learned has been valuable beyond running the business, or do you have any feelings about your time of learning?
S-Well, I've learned...I've met a lot of people and learned a good deal with people and uh ...which I enjoy very much.
I-Looking back at your high school training, could you tell me how it helped you the most?
S-Well, as far as the business goes, you mean - what I'm doing now?
I-Well, in any way.
S-(**) Kind of a...I have a difficult time looking back 10 years and putting my finger on something that helped me at that time. I did take all the sheetmetal work that I could get in high school, which wasn't very much. uh There probably is only one fella in 500 that is interested in it, so it's pretty hard to have a class in it; but I did take all that I could get in uh the machine shops, as they were called at that time.
I-And how do you feel that high school failed to help you?
S-Well, I really can't say anything there, either. (*) Like I say, if I had it to do over again, I guess that I would do it the same, so I guess I was well satisfied with the education I got.
I-Looking back at the counseling you had in high school, could you tell me how it helped you?
S-(**) Well, I have that same difficulty in looking back and putting my finger on anything that helped me or didn't help me.
I-Do you remember very clearly, or at all, any of the counseling that you did have in high school?
S-You mean with Dr. Rothney?
I-um-hm.
S-Well, I can remember him well. But uh what we talked about, I really couldn't tell you right now.
I-um-hm. And can you tell me how it failed to help you?
S-Well, I don't think it failed to help me at all.
I-Is there anything about counseling that you think it should have done, that wasn't done?
S-Well, (*) it's a it's a problem, and the schools need it, I think - to try to get fellas and gals thinking ahead to what they want to do, so that they can prepare themselves for whatever field that they pick. uh I know, just from what's going on now, with my brother. He isn't getting any help, or any suggestions on what, you know, what he should do, or what classes he should and shouldn't take. uh But, it's a difficult problem because most of them aren't thinking ahead far enough. I know there are a few, uh but it must be an awful small percent of the students that are studious and are there really to get the most out of it, and have their future planned. But, uh there's a good share of them that are there just for a good time and because they have to be, I still think. And, uh how to convince those - the majority - uh you have to be serious and buckle down and start thinking of the future so they plan their education, it would be quite difficult, I think, to get that point across to them.

I-I'd like to know how to do it.
S-You bet.
I-I'd become an authority on it.
S-You would. It's a, it's a problem. I can see it with my brother. I know whatever he decides to do, there'll be something that he missed in school that he should have had. But how are you going to get that across to a freshman in high school, to put his finger on something and say, "that is what I'm going to work toward"?
I-Would you give me the names of any political organizations, clubs, social, recreational, or church groups which you have attended regularly over the last 5 years?
S-Well, I've been in Junior Chamber of Commerce for about 7 years now. Now I'm considering dropping that. That has been my main interest. I guess I worked so hard at it that I wore the thing out. I held an office every year - that gets to be a burden on top of the business, so it gets to be a detriment instead of an asset. It's something I used to look forward to doing and now I don't so I thought I might drop out a year and see if my feelings changed toward it. But, uh other than that, I don't belong to much. I felt that it was better to do a good job at one thing than to not do anything at a half dozen clubs, so I put a lot of work and effort into J.C.'s and let her go at that.
I-Were you acquainted with _____ at all? He mentioned a couple of times that he had gone to J. C.
S-Yeah. I knew _____ from J. C.
I-What is the difference between J. C. and the Chamber of Commerce?
S-Well, my opinion is that the Senior Chamber of Commerce has an organization for the betterment of itself, whereas J. C. is for betterment of your cities.
I-um-hm.
S-Things that are good for the community. But I think S.C. is more or less looking out for their own pocketbook. That's my opinion of that.
I-These aren't...These 2 organizations are related?
S-No. Not in the least. That's misconstrued a lot. People think that they are, but they're not.
I-Just from the name, my conception was that the J.C. was the younger set and when you reached a certain age, then...
S-A lot of people think that, but it's not so. In fact they wanted to - the national organization - wanted to change the name to J. C.'s - of course, that's the slang name now - so that a lot of people wouldn't confuse the names. But it remains the Junior Chamber of Commerce.
I-And have you voted in any political elections?
S-Yes. um-hm.
I-And why is it that you voted in elections?
S-Well, I think it's everyone's duty to vote. A lot of people think that their vote doesn't count, but when they add them all up, why your vote could be the one that decided it. If everyone felt that their vote didn't count, why, they wouldn't have any to add up, so I think your duty is to make yourself known.

I-What self-improvement activities, short courses, reading, home-study, or others have you been doing?
S-(**) Well, I haven't...I've attended a few (*) oh, they're called training schools, for different furnace companies, but it's mostly sales promotion's school, really. They're trying to butter you up to sell their products - that's what it amounts to. But you do learn from meeting other people. You pick up things just from talking with other fellas in your same line of work. They're beneficial.
I-um-hm. You've attended, then, several of these?
S-Yes. I should go to one tonight. (laugh) Then there's one down in Indiana I'd like to go to - at the end of the month, a week. But there, again, you just can't seem to get away. I should because I think it would be beneficial for me to go, but I don't know if I'll make it or not. I bought a new car and I thought, "Oh boy! What a chance to try it out!" (laugh)
I-Maybe you just ought to go.
S-Maybe I will - just pack up and go, I guess. That's what the fella tells me - to try to get me there.
I-Where in Indiana is this?
S-Lebanon - by Indianapolis - I guess.
I-And do you have confidence in the actions you take when you have to make decisions?
S-Yes, I think so. I can't say I've ever had a decision yet that I've had to back down on, or regretted. And, uh as much as my wife likes to have her own way, every once in a while she tells me that I've done the right things, so it's kind of encouraging to hear.
I-And if you've needed help in making decisions in the last 5 years, to whom did you go?
S-(**) Oh, I've asked advice from my parents a couple of times, but when it came right down to it, I guess it was my own thinking that made the decision.
I-And do you have any interesting plans for the future?
S-No. Not in the immediate future, I guess. Everyone has their dreams and I guess that'll be what mine will be for a while yet.
I-And could you list the names of 3 of your classmates that you knew best?
S-(*) Well, it's surprising, if you'd told me how few would be left around here that you'd associate with, I wouldn't of believed you, but, boy, it's amazing how they get spread all over the country. And uh one friend that has stayed here in town, _____, and another that's been from coast to coast, that I can't keep up with hardly - he's in New York now - is _____. And uh (***) I guess _____ would be the other one. He's from between New Mexico and Madison. He goes to school during the winter and he's in road construction with his father during the summer.
I-He's in school now in New Mexico?
S-Well, just saw him the other day and he's back on the road again now during the spring and summer. And then, I guess, during the winter he goes to school. He's single and making good money, and he enjoys going to school so I guess that's what he does. (laugh)